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EXPRESSED MOTIVES OF STUDENTS FOR SPORT PARTICIPATION IN A SOUTH AFRICAN CONTEXT

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ABSTRACT

Reasons for participation in sport differ and intrinsic motivation, extrinsic motivation and even amotivation can influence the decision. In the South African context little research has been done on the differences of motivation among male and female students to participate in sport. This study sought to understand the relationship between certain motivation drivers and sport participation. It also explored the gender variable and whether there are differences between male and female athletes in terms of their motivation for participating in sport. A non-probability sample was used and 199 respondents participated. Results indicate that there was a negative correlation between amotivation and sport participation. Furthermore, it was found that there is a positive correlation between intrinsic and extrinsic motivation. A last finding is that there are no significant differences between the gender groups and their motivation for sport participation. It is trusted that these finding will contribute to the subject area of sport and more specifically the relative similarity of gender motivations for participating in sport.
Keywords:*Sport participation, extrinsic motivation, intrinsic motivation, amotivation, gender, undergraduate students.*

1. INTRODUCTION

Motives for sport participation differ and a distinction can be made between the intrinsic (the pleasure of participating) and extrinsic (future rewards or punishment) motivation of men and women when engaging in a sport activity (Alexandris, Tsorbatzoudis&Grouios, 2002).

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Someone who is intrinsically motivated is inspired to participate in sport without being driven by an external incentive. Independence and competence are some of the feelings of individuals when doing activities that are enforced by intrinsic motivation (Kingston, Horrocks, Hanton, 2006). When a person is intrinsically motivated (s)he will participate for the mere pleasure of the activity (Recours, Souville&Griffet, 2004; Wilson, 2006). From previous research, it is evident that enjoyment causes men to be more intrinsically motivated than women (Kilpatrick, Hebert & Bartholomew, 2005).

Studies done in terms of extrinsic motivation reveal that men seem to be more motivated by competition and playing to the limit (Recours*et al.*, 2004) than women when participating in sport (Campbell, Campbell &van Heerden,2008). Behaviours that resulted from extrinsic motivation do not necessarily result in habits in intrinsic motivation (Kilpatrick *et al.*, 2005).

In the South African context little research has been done on the differences of motivation among male and female students to participate in sport and it might be beneficial to explore this as a contribution to knowledge in this area.

Males and females do not necessarily participate in sport because of the same motivations. The study performed by Kelinske*et al. (*2001) cited in Campbell *et al.* (2008) indicates that there is little difference between men and women and their perceived benefits when they engage in sport.

Women are more intrinsically motivated than men and display more self-determination when partaking in sport (Chantal *et al.*, Fortier *et al.*,Petherick&Weigand, 2002 cited in Kingston *et al.*, 2006; Pelletier *et al.*, 1995). Enjoyment is an intrinsic factor because it is concerned with the pleasure of participation in sport. Women have a stronger inclination for sociability when engaging in a sport (Campbell *et al.*, 2008) and score higher on sportsmanship than men (Ryska, 2003). Men seem to be more motivated by competition and playing to the limit (Recours*et al.*, 2004) than women when participating in sport (Campbell *et al.*, 2008). Therefore, the statement made by Kingston *et al.*(2006) specifying that men are more extrinsically motivated than women is reinforced and it can be surmised that women are not as competitive as men.

The objective of this study is to determine whether there are relationships between the types of motivation and sport participation. A further objective is to establish whether there are differences between male and female students at a higher educational institution regarding intrinsic motivation, extrinsic motivation and amotivation in sport participation.

2. METHODS AND MATERIALS

2.1 Subjects

The target population for this study consisted of undergraduate students in the Sport Science Faculties of the largest residential university in South Africa.

Respondents included males and females from various ages and language groups who participate in sport.
A non-probability sampling method was used and a total of 225 students were approached to complete the questionnaire.
There were 52% male and 48% female respondents in the final sample, 75% of the respondents were 1st year students, 12%) were 2nd year students and 13%) were 3rd year students.

2.2Tools

The Sport Motivation Scale (Pelletier et al., 1995) was utilised to capture data on the motivation for sport participation. The 28 item multiple item rating scale measured three dimensions of motivation, namely intrinsic motivation, extrinsic motivation and amotivation. Scale values ranged from 1 ("Does not correspond at all") to 7 ("Corresponds exactly"); the higher the mean score, the higher the level of motivation of the motivation type. All the items that measured amotivation were reverse scored. The Cronbach alpha coefficient for the sub-dimensions of the scale for intrinsic motivation was 0.86; for extrinsic motivation it was 0.82; and amotivation recorded 0.75 and indicate acceptable internal consistency reliability.

2.3Data Collection

A self-report questionnaire was used after pretesting to collect data and 199 respondents completed the questionnaire. No incentives were used to encourage respondents' participation.

3. RESULTS

The result of the study is presented in the following Tables.

Table1:Time spent on sport participation per week

	Frequency	%
0 - 5 hours	57	29
More than 5 - 10 hours	48	25
More than 10 - 15 hours	37	19
More than 15 - 20 hours	23	12
More than 20 hours	30	15
Missing	4	
Total	199	100

Table 1 indicates that 29% of respondents participate in sport 0-5 hours of the week; while another 25% participate between 5-10 hours per week. Another category ranging from 10-15 hours participation per week is represented by 19% of the respondents. There are only 12% of respondents that participate in sport between 15-20 hours per week and a total of 15% respondents participate more than 20 hours per week.

Table 2: Relationship between amotivation and participation in sports

		Amotivation
Time spent on sport participation per week	Correlation Coefficient	0.19
	Sig. (2-tailed)	0.01
	N	193

Since the p-value is 0.01 the null hypothesis can be rejected and the alternative hypothesis can be accepted. The results given by the above table indicate that there is a positive correlation between participation in sport and amotivation as the correlation coefficient is 0.19. Because amotivation was reverse scored, the linear relationship between these two variables is positive. The coefficient of determination (r^2) indicates that the two variables share a 3.61% common variance. This implies that only 3.61% of the variance in the one variable is explained by the variance in the other.

The implication of these findings is that respondents' scores on the amotivation sub-dimension are negatively correlated with their scores related to the level of sport participation. While the correlation is significant (0.19), a strong association is not present.

Table 3: Relationship of extrinsic and intrinsic motivation in sports participation

		Extrinsic motivation
Intrinsic motivation	Correlation Coefficient	0.39
	Sig. (2-tailed)	0.00
	N	199

This test indicated that the p-value was smaller than 0.05 and the null hypothesis can be rejected. Therefore, a relationship exists between extrinsic motivation and intrinsic motivation in sport participation. The coefficient of determination (r^2) indicates that the two variables share 15.21% common variance. This implies that

15.21% of the variance in the one variable is explained by the variance in the other.
The implications of these findings are that the respondents' scores on intrinsic motivation are positively correlated with the scores of extrinsic motivation.
While the correlation coefficient of 0.39 is significant, it indicates that a relatively weak relationship exists between intrinsic motivation and extrinsic motivation.

Table 4: Difference in the type of motivation between male and female students

Type of Motivation	*t*	*df*	*Sig (2-tailed)*
Intrinsic	0.32	195	0.75
Amotivation	0.59	193	0.55
Extrinsic	0.17	195	0.87

Table 4 revealed that there is a high significant value for the t test, indicating that there is no significant difference between the two group means (intrinsic motivation= 0.75, amotivation= 0.55 and extrinsic motivation= 0.87).

4. DISCUSSION

The study indicated that there is a positive relationship between extrinsic motivation and intrinsic motivation. Therefore, when extrinsic motivation increases, intrinsic motivation will also increase and vice versa. According to Recours et al., (2004) people participate in sport to prove themselves rather than for the love of the game and therefore, extrinsic motivation plays a greater part in sport involvement than intrinsic motivation. Universities in Africa should use this information to enhance its sport and product offering to current and potential students. In order to increase extrinsic motivation a programme that focuses on the results of progression of various athletes in all relevant sport types can be implemented.

The value of participation in sport and the great potential future that sport has in Africa should be communicated to these students to increase commitment and motivation. This may increase the intrinsic motivation among students at the relevant university. If amotivation is not addressed and countered, students may seize further participation in sport. The study by Kelinske et al. in 2001 (cited in Campbell et al., 2008) indicated that there is little difference between men and women and their perceived motivations when they engage in sport. The results of

this study echoed that and less attention should be spent on differences between male and female participants.

5. CONCLUSIONS

This study sought to understand the relationship between certain motivation drivers and sport participation. Also it explored the gender variable and whether there are differences between male and female athletes in terms of their motivation for participating in sport. It can be concluded that there are no significant differences between the gender groups and their motivation for sport participation. It is trusted that these finding will contribute to the subject area of sport and more specifically the relative similarity of gender motivations.

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